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ASSESSMENT GUIDELINES
Blind and Partially Sighted

Language Skills

B. Sequenced Inventory of Communication Development

1. **Purpose:** An inventory that assesses communication skills utilizing both interviewing of the parent and indirect observation for children four months to four years of age.
2. **Description:** Inventory contains both a Receptive and Expressive scale. The behaviors examined under Receptive Scale include: motor responses that indicate responses to sounds or speech, and parental reporting of child's responses to sounds and speech in the home. Expressive Scale includes: motor responses, vocal responses and verbal responses. As in the Receptive Scale, observable responses in the testing situation are supplemented by parental reports of behavior in the home environment.
3. **Administration:** Requires two persons to administer test. One person functions as an examiner while the other person acts as a recorder.
4. **Technical Data:** Test-retest reliability shows a mean correlation across age of .92. Validity is measured by comparing the SICD with other established instruments. Correlations between the Peabody Picture Vocabulary Test and the SICD range from .75 to .80.
5. **Additional Comments:** Although test is not designed for blind subjects exclusively, can be used with some modification. Test is only appropriate for a younger age group.
6. **Publisher:** University of Washington Press
Seattle, WA 98105

ASSESSMENT GUIDELINES
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III. MOTOR SKILL DEVELOPMENT

A. Deaf-Blind Program and Ability Screening Test

1. Purpose: Designed to determine the individual functioning of handicapped persons in several areas, including: Gross and Fine Motor Skills. Other pertinent data have been presented previously.

B. Developmental Checklist

1. Purpose: Designed to assess the visually handicapped in 8 basic areas including: Gross and Fine Motor Skills. Other pertinent data have been presented previously.

C. Psychoeducational Inventory of Basic Skills and Personal Development

1. Purpose: A checklist designed to estimate a child's developmental in 7 basic areas including: Gross Motor and Visual-Motor Integration. Other pertinent data have been presented previously.

ASSESSMENT GUIDELINES
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IV. SELF-HELP

A. Maxfield-Bucholz Scale of Social Maturity for Use With Preschool
Blind Children

1. Purpose: To assess social competence of young blind children in 7 basic areas. Includes: Self-Help General; Self-Help Dressing and Self-Help Eating.
2. Description: Scale covers age range of birth to 6 years. Consists of 95 items each placed within the year level of expected performance.
3. Administration: Scale is administered by an interview with an informant having intimate knowledge of the child. Evidence also gained from direct observation of the child. Each item scored in same way as Vineland Scale; i.e., +, -, and ± (plus-minus).
4. Technical Data: The scale was normed on 484 children who were considered legally blind. No measures of reliability have been established as yet. Validity was established by the percent passing technique with most items following within the 80% range for children of the CA group.
5. Additional Comments: Some problems with respect to internal consistency. There are different numbers of items in the various categories and the categories are unevenly represented throughout the scale.
6. Publisher: American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

ASSESSMENT GUIDELINES
Blind and Partially Sighted

Self-Help

B. Callier-Azura Scale

1. Purpose: A developmental scale designed for use with deaf-blind and multiply handicapped children. Scale is appropriate for ages birth through 9 years. Other pertinent data have been presented previously.

C. Deaf-Blind Program and Ability Screening Test

1. Purpose: Assesses functioning in 7 developmental areas, including: Self-Help Skills. Other pertinent data have been presented previously.

D. Psychoeducational Inventory of Personal Development

1. Purpose: A checklist designed to estimate child's development in 7 areas of functioning, including: Self-Care. Other pertinent data have been presented previously.

ASSESSMENT GUIDELINES
Blind and Partially Sighted

Self-Help

E. A Manual For The Assessment Of A Deaf-Blind Multiple Handicapped Child

1. **Purpose:** A comprehensive checklist designed to assess various levels of development for deaf-blind children. Suitable for early childhood age level.
2. **Description:** Instrument comprised of 6 developmental scales: personal self-help skills, social development, gross and fine motor development, communication, and cognition. Scales include comprehensive forms for background information, physical condition and developmental scales.
3. **Administration:** Individually administered. Takes approximately 15-30 minutes.
4. **Technical Data:** Instrument standardized on 350 blind-deaf children. No reliability and validity reported.
5. **Additional Comments:** Scales can serve as a guide for training parents and para-professional aides.
6. **Publisher:** Midwest Regional Resource Center for Service to Deaf-Blind Children
PO Box 240
Lansing, MI 48902

ASSESSMENT GUIDELINES
Blind and Partially Sighted

V. SOCIAL AFFECTIVE BEHAVIOR

A. Deaf-Blind Program and Ability Screening Test

1. Purpose: Assess functioning in 7 developmental areas, including: Socialization. Other pertinent data have been described previously.

B. Maxfield-Bucholz Scale of Social Maturity for Use With Preschool Blind Children.

1. Purpose: To assess young blind child in 7 basic areas, including: Socialization. Other pertinent data have been described previously.

C. Developmental Checklist

1. Purpose: To assess blind child (ages 1-8) in 8 areas of child development, including: Socialization. Other pertinent data have been presented previously.

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

DESCRIPTION/COMMENTS
(e.g. independent, dependent, unmotivated,
excited, type of movement, etc.)

DATE

PRESENT (P)
ABSENT (A)

O.D., O.S.,
O.U.

DISTANCE
OF LIGHT/
OBJECT

TYPE &
SIZE
OF LIGHT
OBJECT

ILLUMINATION

ITEM

1. Pupillary
Response

2. Muscle
Imbalance

3. Blink Reflex

4. Different Visual
Behaviors

5. Eye Preference

6. Central Fields

7. Peripheral
Fields

8. Visual Field
Preference

9. Tracking

10. Shifting
Attention

11. Scanning

12. Reaching or
Movement Towards
Lights & Objects

INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.

[illegible]

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| DESCRIPTION/COMMENTS |
|---|
| (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |

[illegible]

INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.

[illegible]

RICHMOND, VIRGINIA

MS ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

Description (Note: Reaction OD, OS, OU.
Size of light/obj. Illumination)

| Date (mo./yr.) | Test | Purpose/Implications | Procedure | |
|-------------------|-------------------------------------|--|--|--|
| | Muscle Balance II (Continued) | *If young child resists having one eye covered and does not object to other eye being covered, s/he probably has amblyopic eye. | *Check by occluding opposite eye (this time focusing eye should not move-if it is preferred eye.) | |
| | Blink Reflex | *Note: Not present in blind or severely visually impaired... child must have enough vision present to realize object is coming toward him/her. *May indicate vision in child who does not easily demonstrate useful vision. | *With fingers open, bring hand toward child's face. (Keeping fingers open helps avoid response to wind). *Child will blink if s/he "sees" something coming at his/her face. | |
| | Aberrant Visual Behaviors | *May be only indication of visual behavior. | *Observe child for light gazing, finger flicking, etc. | |
| | Central Field Loss | *To determine if present. *If present, there is decreased acuity! *Nystagmus in a child correlates highly with central scotoma. | *Observe child...eccentric viewing? (If reading or focusing, does child turn head slightly to side?) *If so, s/he may be turning to avoid central loss. *Direct penlight in one eye at a time. *Have child look at light. *Observe corneal reflex... if off center, there may be central loss. | |

RICEMOND, VIRGINIA

MS. ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

To determine basic level and best field of visual functioning.

This may be helpful to child's N.D./O.D.

Date

(mo./yr.)

Test

Purpose/Implications

Procedure

Description (Note: Reaction OD, OS, OU,
Size of light/obj. Illumination)

Evaluator

| | | | |
|--------------------|--|---|--|
| Pupillary Response | <p>*If there is a pupillary response, there is <u>some</u> visual functioning.</p> <p>*NOTE: Not necessary to test child who functions visually. If child who is not showing any other response to vision has a pupillary response, there is a basis for beginning vision stimulation.</p> | <p>*Room should be moderate to dim light.</p> <p>*Direct penlight at about 12" (30cm) into child's eye.</p> <p>*Observe pupils.</p> <p>*Dilate/constrict/fixed pupils??</p> <p>*If no response, move child to dark room.</p> <p>*Repeat test.</p> | |
| Muscle Balance | <p>*Test to screen for a "tropia" (actual deviation as opposed to a tendency to deviate.) Esotropia/Exotropia/Hypertropia/Hypotropia.</p> <p>*Only purpose for testing is to determine-if there is a tropia-which eye is being used. (Muscle Balance II)</p> | <p>*Direct penlight at 1-2 feet from child's eyes.</p> <p>*Note where light reflected. Equal? Off balance?</p> <p>*If off balanced, continue with "Muscle Balance II".</p> <p>*If equal, not necessary to give "Muscle Balance II".</p> | |
| Muscle Balance II | <p>*To determine which eye is being used.</p> <p>*If off balance, one eye is being suppressed and one eye is being used.</p> <p>*Child often can use each eye separately with 20/20 acuity but does not have binocular vision.</p> | <p>*Direct penlight at 1-2' from eyes while occluding one eye.</p> <p>*Quickly uncover eye. If eye that was focusing (not occluded) moves, then occluded eye is preferred eye.</p> | |

RICHMOND, VIRGINIA

MS ELLEN J BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

Date (mo./yr.) _____ Description (Note: Reaction OD, OS, OU. Size of light/obj. Illumination) _____

Purpose/Implications

Procedure

Test

Peripheral
Field
Loss

*To determine if present.
*If present, to determine best field of vision.

*Have one person in front of child keeping child's attention focused straight ahead.
*Another person sits behind child and brings penlight into right, then left field.
*Person in front of child notes at what point child sees light in each field.
*Repeat bringing light in from above and below.
*Note: If child has motor involvement, move light slowly as his/her reaction time will be slower!
*Note: Patching eye and checking one side at a time will give more accurate field.

*Another method of determining field loss.
*May pick up scotomas (blind spots).

*Using two penlights, sit in front of child.
*Hold one in central area and other in another field (i.e. upper left).
*Turn on central light.
When child focuses, turn off and turn on other light.
*Note whether child sees light in periphery.
*Bring focus back to center and repeat in different field.
*Note: Patch one eye, then the other for accurate

Virginia Commission for the Visually Handicapped

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INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION
for
INFANTS AND MULTIHANDICAPPED
PART II

Name

D.O.B.

To determine to what extent child is using his/her vision

Evaluator

Date
 (mo./yr.)

Test

Procedure

(Note: size of light/object, distance, illumination)

| | | |
|---|--|--|
| Tracking <i>(Smooth or Jerky.)</i> <i>Begin at Side</i> | <p>*Hold object (i.e., penlight, finger puppets, small brightly colored toys) at a distance within child's range of vision. When child focuses, move object in horizontal, vertical, circular, and oblique directions. <i>(devel. sequ.)</i></p> <p>*NOTE: Child with motor impairment may need more time to respond.</p> <p>Child with motor impairment may track in jerky manner. <i>(N.B. Blinks at midline.)</i></p> | |
| Reaching | <p>*Place objects around child at different distances and at different levels.</p> <p>*Note where and how child reaches for objects: direct, overreaching, underreaching.</p> <p>*NOTE: If child does not have accurate reaching is this due to vision or motor impairment.</p> | |
| Shifts Attention | <p>*Hold 2 objects (finger puppets ideal) 1 to 1 1/2' apart. Keep one object stationary and move or shake the other. When child focuses, stop and shake other toy. Switch and Repeat.</p> <p>*Observe child's ability to shift gaze from one object to another.</p> | |
| Scanning Ability | <p>*Place three objects in a row in child's best field of vision.</p> <p>*Observe child's ability to visually shift attention from one object to another in a row.</p> <p>*NOTE: Is child not attending because s/he is not interested in toy.</p> | |

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INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART II - continued

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|----------|---|---|
| | Approach | <p>*Using stacking cones, cylinders, puzzles, pegboards, pounding benches, beads to string, etc., observe how child approaches and accomplishes task.</p> <p>*Does child <u>visually</u> explore item and directly insert string in bead and peg in pegboard? Or does child locate hole <u>tactually</u>? Is there overreaching or underreaching?</p> | |

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FUNCTIONAL VISION EVALUATION
for
INFANTS AND MULTIHANDICAPPED
PART III

Name

D.O.B.

Evaluator

These items require higher cognitive functioning.
 Be aware you may be testing level of cognition
 rather than level of visual functioning.

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|---|---|---|
| | Matching <i>illum. pop. with food with</i> | *Set up tasks involving matching of large objects, small objects, shapes, pictures. *Observe which colors or shapes child matches best. *NOTE: Try to determine whether child's attention is directed to color or configuration. | |
| | Causality/ Imitation | *Scribble large circles on paper with wide felt tip pen. *Observe child's reaction. Note any attempts to imitate. *NOTE: Black on white may not be best contrast for child. Try yellow on black. | |
| | Object Permanence <i>look for visual/ tactical search</i> | *Cover a favorite toy and observe child to see if s/he looks for it. *Or give child small toy to explore then help child place in can and shake. Take can from child and quickly remove toy. When you give can back, observe to see if child looks for toy | |
| | Object Concept <i>pe</i> | *Use any pictures with good clear contrast. (Simple picture book or peabody language cards) *Observe child to see if s/he shows any recognition (i.e., <u>identifying</u> picture, matching picture with object). *NOTE: Be certain to note size of picture and distance from which child observes. | |

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FUNCTIONAL VISION EVALUATION - PART III - continued

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|------------|---|---|
| | Means-Ends | <p>*Give child continuous action toy. Push toy out of sight. Replace toy in front of child and observe to see if child attempts to reactivate.</p> <p>*NOTE: Nerf toys do not make noise.</p> <p>*NOTE: If child looks for toy after it has gone out of sight, give credit for object permanence.</p> | |
| | | <p>Adaption of "Functional Vision Screening for Severely Handicapped Children"</p> <p>By Beth Langley and Rebecca DuBose</p> | |

INTEGRAL ASSESSMENT OF LISTENING SKILLS (adapted from Jack Littl.)

Name: _____

Grade: _____

Age: _____

I. Auditory Discrimination (Sound)

| | YES | NO |
|--|-------|-------|
| 1. Can distinguish sounds | _____ | _____ |
| 1.1 High - Low | _____ | _____ |
| 1.2 Loud - Soft | _____ | _____ |
| 1.3 Yell - Whisper | _____ | _____ |
| 2. Can identify common sounds | _____ | _____ |
| 2.1 airplanes | _____ | _____ |
| 2.2 car | _____ | _____ |
| 2.3 various animals | _____ | _____ |
| 2.4 household appliances, etc. | _____ | _____ |
| 3. Can select two different sounds | _____ | _____ |
| 3.1 a bell and a drum | _____ | _____ |
| 3.2 a rattle and scissors | _____ | _____ |
| 4. Can identify rhyming words | _____ | _____ |
| 4.1 fat -- boy man rat | _____ | _____ |
| 4.2 mouse -- lake house table etc. | _____ | _____ |
| 4.3 What rhymes with mist, _____, _____, _____, _____, etc. | _____ | _____ |
| 5. Can identify same and different word pairs. Child listens to pairs of words and says if they are different or the same. | _____ | _____ |
| 5.1 book look | _____ | _____ |
| 5.2 gun run | _____ | _____ |
| 5.3 book look | _____ | _____ |
| 5.4 bug bud | _____ | _____ |
| 6. Can follow simple instructions | _____ | _____ |
| 6.1 Pick up your pencil | _____ | _____ |
| 6.2 Sit down | _____ | _____ |
| 6.3 Show me a picture | _____ | _____ |
| 6.4 Fold your hands, etc. | _____ | _____ |
| 7. Can follow simple instructions | _____ | _____ |
| 7.1 Stand in front of the chair | _____ | _____ |
| 7.2 Stand in back of the chair | _____ | _____ |
| 7.3 Stand beside the chair | _____ | _____ |
| 7.4 Stand on top of the chair | _____ | _____ |

II. Auditory Association

| | | |
|---|-------|-------|
| 1. Can identify words that begin with same beginning sound as stimulus word | _____ | _____ |
| 1.1 mother- hat, moon, meat, milk | _____ | _____ |
| 1.2 Pictures can be used in which child marks the boxes that begin with the same sound. | _____ | _____ |

II. Auditory Association (Con't)

YES NO

2. Can identify words that go together
 - 2.1 Ball, cat, hat
 - 2.2 bread, butter, candy
 - 2.3 salt, pepper, cheese
 - 2.4 shoes, hat, socks
 - 2.5 pencil, light, paper
3. Can identify letter sound heard at the end of a word. Pictures can be used.
4. Can identify beginning sound heard at beginning of a word. Use pictures.
5. Can identify pictures which go with sentence read to them.
6. Can answer simple questions after listening to a short story.
7. Can interpret feelings from oral story.
8. Can look at an object and describe it in detail.
9. Given a riddle, can name object described.
10. Likes to act out stories.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

III. Automatic Level

1. Can blend sounds into syllables and words
 - 1.1 Ask child to blend words:

| | | |
|-------|----------------------|---------|
| _____ | pictorially or _____ | aurally |
|-------|----------------------|---------|

| | |
|-------|--------|
| bird | house |
| tooth | brush |
| mail | man |
| up | stairs |

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- 1.2 Ask child to blend specific sounds to a given list of phonemes.

| | | |
|------------------|------------------|------------------|
| <u>P</u> _____at | <u>H</u> _____at | <u>C</u> _____at |
| <u>I</u> _____in | <u>E</u> _____en | <u>U</u> _____up |
| <u>I</u> _____it | <u>I</u> _____it | <u>A</u> _____ar |
| <u>E</u> _____en | <u>E</u> _____en | <u>E</u> _____en |

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Can give beginning consonant blends missing from a word with a picture clue

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

IV. Hierarchy-Sequence (Long-Term)

YES

NO

1. Long-term

- 1.1 Can say alphabet
- 1.2 Can count from one to twenty
- 1.3 Can say days of the week
- 1.4 Can say months of the year
- 1.5 Can recite a nursery rhyme

2. Short-term

- 2.1 Can repeat phrases when given orally by a teacher

"clink-clink"

"arf-arf"

"mow-mow"

"choo-choo"

- 2.2 Can repeat letters in order after given them out of order

b, c, s -- e, d, f -- i, h, g

c, p, n -- y, w, x -- u, t, s

- 2.3 Can follow instructions by demonstrating correct movements

Touch your nose and clap your hands.

Put your hand on your head, your other hand on your knees, and cross your legs.

- 2.4 Can repeat sentences after listening with two or three words and gradually adding more. (Keep ideas related)

I see.

I see a dog.

I see a black dog and a cat.

I see a black dog and a white cat.

I see a black dog and a white cat fighting.

I see a black dog and a white cat fighting in the street.

ASSESSMENT OF SPATIAL REASONING AND FINE MOTOR SKILLS

Rose-Marie Swallow

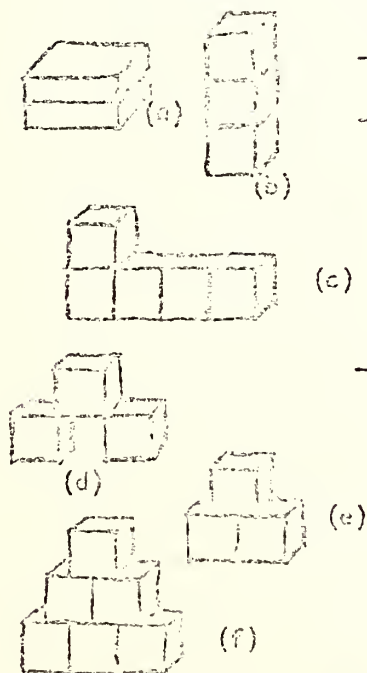
Date Completed _____

1. Grasping behaviors developed



- | | |
|-------------------------------|-------------------------------|
| _____ palmar grasp (a) | _____ screw-top lids |
| _____ dagger grasp (b) | _____ key lock |
| _____ shovel grasp (c) | _____ click lock |
| _____ scissor grasp (d) | _____ soda pop tops |
| _____ pincer grasp (e) | _____ Using tools effectively |
| _____ Using fasteners & locks | _____ scoop |
| _____ buttons | _____ hammer |
| _____ snaps | _____ pliers |
| _____ zippers | _____ screwdriver |
| _____ door knobs | _____ nuts and bolts |


2. Building with blocks for seriation










- | | |
|---------------------------------------|--------------------------|
| _____ makes piles with blocks | |
| _____ vertical stacking - towers with | |
| _____ flat blocks (a) | |
| _____ one inch cubes (b) | _____ number towered |
| _____ rectangular blocks | |
| _____ block designs from models | _____ imitates pushing |
| _____ Train (c) | _____ aligns two cubes |
| _____ bridge (d) | _____ adds chimney |
| _____ steps (e & f) | _____ imitates bridge |
| | _____ bridge from model |
| | _____ two steps or |
| | _____ three steps in how |
| | _____ many seconds? |

- _____ independently follows block design cards
- _____ graduated toys
- _____ pyramid rings
- _____ nesting blocks
- _____ barrels with screw-tops
- _____ seriation activities
- _____ orders sticks of varying lengths
- _____ size sequencing using pictures
- _____ completes multiple seriation tasks




3. Form, cards and puzzles

- _____ Gessell 
- _____ Seguin, _____ seconds to complete
- _____ inserts single, whole forms, i.e., animal
- _____ completes simple wooden puzzles
- _____ follows parquetry designs
- _____ completes picture puzzles

4. Marking with _____ crayon, _____ pencil or _____ flow pen

- _____ scribble
- _____ random scribbling 
- _____ push-pull 
- _____ circling 
- _____ named scribbling 
- _____ emergence of schema 
- _____ stencil or _____ trace design
- _____ perceptual-motor closure 
- _____ dot-to-dot 
- _____ imitates teacher

Date Completed

- _____ copy from model
- _____ vertical stroke |
- _____ horizontal stroke —
- _____ cross +
- _____ diagonal, \, /
- _____ zig-zag 
- _____ curvilinear
- _____ circular 
- _____ wavy 
- _____ makes designs from memory

5. Pegboard pattern cards

- _____ vertical and horizontal lines
- _____ closed forms made of vertical and horizontal
- _____ two closed forms, nonintersecting
- _____ diagonal line segments
- _____ two or more closed forms separated by space
- _____ intersecting closed forms
- _____ closed forms, set in from edge of board
- _____ patterns shown by dots and lines
- _____ patterns shown by lines only
- _____ picture designs, e.g., boat, flower, or apple

6. Stringing beads from design cards

- _____ one size, one shape, two colors or textures
- _____ two sizes, one shape, one color or texture
- _____ two sizes, one shape, two colors or textures
- _____ one size, two shapes, two colors or textures
- _____ one size, two shapes, three colors or textures

Date Completed

Stringing beads from design cards (Continued)

- _____ two sizes, one shape, three colors or textures
- _____ two sizes, two shapes, two colors or textures
- _____ two sizes, two shapes, three colors or textures
- _____ two sizes, three shapes, three colors or textures
- _____ can sequence beads following pattern cards
- _____ can classify by _____ two colors
- _____ two sizes
- _____ two shapes or textures

_____ 7. Coloring

- _____ hold and use crayon with ease
- _____ fill in a closed form
 - _____ with overflow
 - _____ without overflow
- _____ color a printed shape
 - _____ starts at center
 - _____ starts at edge
- _____ stay within two parallel lines
- _____ color a printed picture
- _____ draw a picture
 - _____ two-dimensional
 - _____ coordination of perspectives

Date Completed

8. Cutting with scissors

- _____ cutting skills
- _____ fringe edge of paper, Single snip
- _____ cut on straight lines, _____ w/o points
- _____ cut out spirals
- _____ cut on wavy lines
- _____ cutting forms
- _____ rectangular
- _____ triangular
- _____ circular
- _____ design cutouts

9. Pasting and folding

- _____ randomly applies glue
- _____ applies glue with forethought
- _____ randomly places shape onto paper
- _____ glues patterns using cut shapes
- _____ makes pictures with shapes
- _____ folds paper in half
- _____ folds paper in thirds

10. Lacing

- _____ overhand stitch
- _____ over and under stitch through punched holes
- _____ completes designs on lacing cards
- _____ works with lacing shoe
- _____ laces own shoes independently

Date Completed

_____ 11. Tying

_____ ties knot

_____ ties overhand bow

_____ ties own shoe strings

_____ wraps and ties packages with string

_____ 12. Pouring: _____ rice, _____ sand, _____ liquid

_____ from container to container

_____ from faucet to cup

_____ from pitcher to glass

_____ to a marked line

_____ measures and combines ingredients, e.g., punch

_____ conservation of liquids

GROSS MOTOR ASSESSMENT

Child can do the following:

Body and Spatial Awareness

- _____ identify by showing the following facial parts:
mouth, nose, eyes, hair, ears, cheek, chin, eyebrows, lips, eyelashes
- _____ identify body parts: head, hands, stomach, back, arms, legs, toes, thumb, fingers, thigh, shoulders, ankles, knees, elbow, wrist
- _____ identify body planes: front, back, sides (right, left)
- _____ move forward, backwards, sideways, up, down
- _____ describe another's spatial perspective (e.g. another's back, right and left) with ease.
- _____ go over, under and between a series of obstacles without making contact with obstacles.

Balance (Static and Dynamic)

- _____ maintain balance on knees and hands
- _____ stand in heel-toe position for 5 seconds
- _____ stand on dominant leg for 5 seconds (eyes opened, eyes closed)
- _____ walk a line for 6 feet
- _____ walk a balance beam

Axial Movements

- | | |
|---------------|--|
| _____ stretch | _____ push |
| _____ bend | _____ pull |
| _____ twist | _____ lift and lower heavy objects, i.e. chair |
| _____ hang | _____ turn |

Locomotor Movements

- | | |
|---|--------------------------------|
| _____ walk between 2 parallel lines | |
| _____ walk up stairs alternating feet (3-4 yrs) (unassisted) | _____ run |
| _____ walk down stairs alternating feet (4-5 yrs.) (unassisted) | _____ slide |
| _____ walk tip toe for 6 feet | _____ gallop |
| _____ jump from standing position | _____ hop |
| _____ start and stop with body control | _____ leap |
| _____ pivot and change directions with body control | _____ skip |
| _____ Manipulative Skills (Has child established dominance?) | _____ follow rhythmic patterns |

Yes or No

Eye-hand

- _____ roll a ball by pushing it.
- _____ throw a ball overhand: one hand, 2 hands
- _____ throw a ball underhand: one hand, 2 hands
- _____ catch a ball thrown by other
- _____ catch a ball thrown by self
- _____ bounce a ball 3 consecutive times

Yes or No

Foot-eye

- _____ kick a stationary object
- _____ kick a moving object
- _____ push an object from one point to another

Playground Skills

- _____ use appropriately the following playground equipment:
_____ climbing bars, _____ horizontal ladder, _____ slide, _____ swings.
- _____ run sequential bases in diamond games - e.g. soccerball, softball
- _____ jump rope: _____ underhand, _____ overhand, _____ turned by self, _____ turned by others
- _____ play circle games (e.g. dodgeball)
- _____ throw ball in basket

FINE MOTOR ASSESSMENT

Child can do the following:

- | | |
|--------------------------------------|---------------------------------------|
| _____ cut with scissors | _____ stay within lines when coloring |
| _____ trace lines | _____ string beads |
| _____ copy geometric shapes | _____ put on sweater or jacket |
| _____ form letters | _____ button sweater or jacket |
| _____ use lines correctly in writing | _____ tie shoelaces |

KINDERGARTEN VISUAL ASSESSMENT

NAME _____ STUDENT NO. _____

SCHOOL _____ GRADE _____

DATE _____ D.O.B. _____

OBSERVATIONS: THIS observation should be done prior to introductions to the child or working with him.

- 1) Does the child move purposefully about the room?
- 2) Is the child alert to the new person (you) in the classroom?
- 3) If the teacher calls the child from across the room can she come to the teacher avoiding hazards?
- 4) Does the child watch classmates and imitate actions?
- 5) Does the child participate in group activities or play alone?
- 6) Does the child independently move closer to better see things or must he be reminded to?
- 7) Does the child rub eyes, remove glasses, squint, etc.? Describe these actions.

Materials are numbered by level of difficulty. Sections are ordered developmentally. Materials and sections of checklist are to be utilized at the teacher's discretion.

SECTION I COLORS

Child can:

Match primary color pairs

Name primary colors (red-yellow-blue)

Name secondary colors (purple-green-orange)

Name blends (brown-black-pink)

| CAN | CANNOT | INAPPROPRIATE |
|-----|--------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |

SECTION II SHAPE AND COLOR DISCRIMINATION

CHILD CAN

| | CAN | CANNOT | INAPPROPRIATE |
|---|-----|--------|---------------|
| A. Sort by shape | | | |
| Name circle | | | |
| Name triangle | | | |
| Name star | | | |
| B. Ability to string beads (visual-motor) | | | |
| Ability to copy pattern of second string (as in teacher's pattern) | | | |
| C. Ability to discriminate pictured shapes | | | |

SECTION III DISTANT VISION

CHILD CAN

| | | | |
|---|--|--|--|
| A. Recognize large objects across the room Ex. can point out the teacher, his or her desk, etc. from 20' away | | | |
| B. Recognize small objects Ex. can point out pencil sharpener, expression on teacher's face etc from 20' away | | | |
| C. Read names on the board and other boardwork recognition when appropriate. | | | |

SECTION IV PICTURES

CHILD CAN

| | | | |
|--|--|--|--|
| A. Make spontaneous remarks about pictures | | | |
| B. Identify specific objects and colors | | | |
| C. Identify pictures by size | | | |
| | | | |

CHECKLIST FOR VISUAL PROBLEMS

STUDENT _____ TEACHER _____

SCHOOL _____ GRADE _____ DATE _____

Please read carefully and check those behaviors which student frequently exhibits. Give specific examples of the checked behaviors. If needed attach an additional sheet.

Check

Examples

- | | |
|--|-----------|
| 1. When reading, consistently confuses words that are similar in some way. | 1. _____ |
| 2. Asks to move closer to chalkboard, movie screen, or other activity. | 2. _____ |
| 3. Writing is consistently sloppy and difficult to read. | 3. _____ |
| 4. Has difficulty remembering, identifying and reproducing basic geometric shapes. | 4. _____ |
| 5. Appears irritable, nervous, restless, or excessively tired, during or after participation in visual activity. | 5. _____ |
| 6. While reading, mouths words or says words aloud. | 6. _____ |
| 7. While looking at something, thrusts or bends head forward. | 7. _____ |
| 8. While reading, repeats and/or skips words. | 8. _____ |
| 9. Rubs eyes excessively. | 9. _____ |
| 10. Expresses dislike for tasks involving use of vision. | 10. _____ |
| 11. Favors one eye by shutting or covering the other. | 11. _____ |
| 12. Displays poor eye-hand coordination and/or awkwardness. | 12. _____ |
| 13. Becomes confused, disoriented, or easily frustrated. | 13. _____ |
| 14. Is messy and unorganized. | 14. _____ |
| 15. Has difficulty with sequential concepts. | 15. _____ |
| 16. Holds reading materials close to eyes or bends over to see them. | 16. _____ |
| 17. Makes persistent reversal errors after 2nd grade. | 17. _____ |
| 18. Tilts head frequently. | 18. _____ |

- | | |
|---|-----------|
| 19. Has difficulty remembering what (s) he read. | 19. _____ |
| 20. Avoids close work. | 20. _____ |
| 21. Displays body rigidity or tenseness while looking at distant or near objects, or while performing in class. | 21. _____ |
| 22. Holds pencil in an unusual or fisted manner. | 22. _____ |
| 23. Difficulty identifying stationary and/or moving objects from a distance. | 23. _____ |
| 24. Tends to squint, scowl, frown, widen the eye-lids, or cover one eye. | 24. _____ |
| 25. Stumbles over or into objects. | 25. _____ |
| 26. Has unusually short attention span or appears to daydream frequently. | 26. _____ |
| 27. Demonstrates poor sitting posture and position. | 27. _____ |
| 28. Has difficulty finding way around building. | 28. _____ |
| 29. Tends to over-react to physical change in the classroom and has a problem adjusting to it. | 29. _____ |
| 30. While reading, tends to lose place and/or uses finger or marker to keep place. | 30. _____ |
| 31. Is achieving at a level that does not commensurate with student's ability. | 31. _____ |
| 32. Has difficulty in reading or in other areas requiring close work. | 32. _____ |
| 33. Appears withdrawn and/or is having difficulty getting along with other children. | 33. _____ |
| 34. Blinks excessively. | 34. _____ |
| 35. Breaks pencil frequently. | 35. _____ |
| 36. Does little or no voluntary reading at home or in class. | 36. _____ |
| 37. Frequently rotates paper while writing. | 37. _____ |
| 38. Are eyes red, irritated? | 38. _____ |
| 39. Does eye look "misty" or clouded? | 39. _____ |
| 40. Do eyes tear often? | 40. _____ |

- | | |
|--|-----------|
| 41. Does one eye or both turn in, up or out? | 41. _____ |
| 42. Does child seem to use both eyes together? | 42. _____ |
| 43. When child looks at something moving is eye movement separate from head movement? | 43. _____ |
| 44. Does child complain of seeing double? | 44. _____ |
| 45. Does the child omit "small" words when reading? | 45. _____ |
| 46. Does child preread or skip lines unknowingly? | 46. _____ |
| 47. Does child orient drawings poorly on page. | 47. _____ |
| 48. Does child stare at lights (light gaze)? | 48. _____ |
| 49. Does child move objects between light source and eyes to produce light flashes (light flick)? | 49. _____ |
| 50. In what position does a child seem most comfortable to read? Is position unusual? | 50. _____ |
| 51. How does the child interact with the environment-tactually, olfactorily, etc.? | 51. _____ |
| 52. Does child seem to look or bring things in front of eyes? | 52. _____ |
| 53. Does child look at people near their faces? | 53. _____ |
| 54. Can child see movement across the room? | 54. _____ |
| 55. Does child respond to color? | 55. _____ |
| 56. How does child's vision respond to various lighting conditions? | 56. _____ |
| 57. Is there a peripheral loss? | 57. _____ |
| 58. Is there a central loss? | 58. _____ |
| 59. Is there defective color vision? | 59. _____ |
| 60. Is there defective night vision? | 60. _____ |
| 61. Nearsighted? | 61. _____ |
| 62. Farsighted? | 62. _____ |
| 63. How does a child see best-bright light dim light, no difference? | 63. _____ |
| 64. What is the origin and nature of loss- a) hereditary or acquired after birth (adventitious) b) progressive or nonprogressive? | 64. _____ |

MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY
FOR USE WITH PRESCHOOL BLIND CHILDREN

Name _____ Birthdate _____

Address _____ Informant _____

Relationship _____

Recorder _____ Record Date _____

For What Agency _____

Visual Information _____

Cause _____

Degree of vision (none or light perception, apparently useful,
partially-seeing) _____

Prognosis (probable or certain) _____

Other Information (such as relevant birth data, additional handicaps)

Scoring: Year Level Items Passed SA Values

0 - I

I - II

II - III

III - IV

IV - V

V - VI

Total SA _____

CA _____

Notes (also see last page)

SO _____

** Don't write off using this particular
scale because of age.*

Item

- 1/G Balances head_____
- 2/G Grasps and holds small object which comes in contact with his hand

- 3/S Responds to a familiar person_____
- 4/G Attempts to regain lost object_____
- 5/G Rolls over_____
- 6/0 Bangs, shakes, feels, or otherwise plays with object for a few
minutes_____
- 7/G Reaches for nearby objects_____
- 8/G Releases object with contact_____
- 9/0 Occupies self unattended with one or more objects for approximately
fifteen minutes_____
- 10/0 Shows preferences in choice of play materials_____
- 11/G Pulls self to standing position assisted by adult_____
- 12/S Demands personal attention_____
- 13/0 Shows active interest in various sounds_____
- 14/G Voluntarily releases object in mid-air without touching any
surface_____
- 15/C "Talks," imitates speech patterns_____
- 16/C Inhibits simple acts upon familiar command_____
- 17/G Grasps with thumb and finger_____
- 18/L Moves about on flat surface in one fashion or another_____

- 19/G Sits unsupported for several minutes_____
- 20/0 Shows active curiosity about objects in environment_____

Item

- 21/D Cooperates in dressing_____
- 22/C Makes positive response to simple command or request_____
- 23/E Drinks from cup or glass which is held for him_____
- 24/E Chews and swallows solid food_____
- 25/G Lowers self from standing to sitting position without assistance

- 26/G Pulls self to standing position_____
- 27/L Walks sideways when holding to pen or furniture_____
- 28/E Drinks from cup or glass, definitely attempting to hold it

- 29/G Responds to music, making general body response to rhythm; may
hum or sing_____
- 30/O Shows definite interest in working movable parts of objects

- 31/L Walks with slight physical support_____
- 32/C Says two or more words which have definite meaning for him_____
- _____
- 33/G Overcomes simple obstacles in the course of moving about_____
- _____
- 34/S Takes part in parallel play with other children_____
- 35/L Stands alone_____
- 36/G Uses intermediary object as implement_____
- 37/C Indicates needs or desires_____
- 38/E Drinks from cup or glass, holding it himself_____
- 39/E Shows definite attempt to feed self with spoon_____
- 40/D Pulls off shoes when unfastened and not too tight, and then socks,
as an act of undressing_____

Item

- 41/L Walks without assistance for short period of time_____
- 42/O Touches and feels object of various textures in exploratory fashion_____
- 43/L Walks about house or yard freely, with only occasional use of objects as guides_____
- 44/C Uses names of familiar objects_____
- 45/G Fetches or carries familiar objects from a person in one room to a person in another familiar room on request_____
- 46/O Shows evidence of planfulness in arranging objects with relation to each other_____
- 47/S Listens attentively to short, simple stories which have repetition and familiar characters_____
- 48/O Initiates own play activities by exploring and examining objects

- 49/G Avoids simple hazards_____
- 50/E Drinks from cup or glass and replaces it on table unassisted

- 51/C Talks in short sentences_____
- 52/D Removes coat or simple garment_____
- 53/D Makes definite effort to pull up or push down unfastened panties as an act of undressing or when going to the toilet_____
- 54/G Uses basket or other receptacle for carrying small objects from one place to another_____
- 55/L Walks upstairs without physical help_____

III-IV

- 56/L Walks upstairs unaccompanied. May hold rail_____
- 57/E Eats with spoon, without help although with moderate spilling

Item

- 58/G Asks to go to toilet_____
- 59/O Carries out constructive activity_____
- 60/D Puts on coat or simple garment_____
- 61/C Relates experiences_____
- 62/O Helps at little household tasks_____
- 63/D Dries own hands acceptably_____
- 64/C Uses pronouns "I," "me," and "you," with some understanding

- 65/L Jumps with both feet from low box or bottom step_____
- 66/C Uses past tense and plural forms correctly_____
- 67/L Walks downstairs one step per tread without help, placing alternate feet on successive steps_____
- 68/D Washes hands unassisted_____
- 69/S Plays cooperatively at preschool level_____
- 70/S Enjoys nonsense rhymes and the humorous phase of stories. May create stories with silly language_____

IV-V

- 71/S Takes active part in dramatic play_____
- 72/S Separates from parent or other familiar person with little or no fussing_____
- 73/G Cares for self at toilet_____
- 74/E Eats with fork with only moderate spilling_____
- 75/D Puts on coat or simple garment unassisted_____
- 76/D Washes face unaided_____
- 77/S Adjusts readily to group situation involving some conformity to rules_____

Item

- 78/L Goes about immediate neighborhood freely_____
- 79/O Uses sled, wagon, skates or tricycle_____
- 80/O Makes forms with some approximation to that of the intended object_____
- 81/C Asks questions about meanings of words, how things work, and what they are for_____
- 82/S Is spurred on in various activities by competition of other children of approximately the same age and group_____
- 83/C Tells a long, familiar story_____
- 84/D Unbuttons front and side buttons if not too small_____
- 85/O Carries out extended projects, involving physical activity, which continue from one day to the next_____

V-VI

- 86/G Tells with reasonable accuracy whether it is morning, afternoon or evening_____
- 87/D Brushes teeth with only general supervision_____
- 88/D Dresses self except for tying bowknots_____
- 89/D Buttons fairly large front and side buttons_____
- 90/G Skips, or hops on one foot_____
- 91/D Hangs up clothes as part of dressing or undressing_____
- 92/D Brushes and combs hair independently_____
- 93/E Uses knife for cutting and spreading soft foods_____
- 94/G Ties simple bowknots which remain tied_____
- 95/G Usually differentiates between "pretending" and actual fact

Page 7

Directions for scoring and Scoring Standards for Individual Items are in the Manual.

Order from:

Maxfield-Buchholz Scale of Social Competence

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Rose-Marie Swallow, Ed.D.
California State University, Los Angeles
1979

Assessment of blind and partially seeing individuals often poses problems to school personnel. Major concerns appear to center around the following notions:

1. Visual loss compounds the assessment process because of the known interrelationships of sensory, motor, cognitive and emotional factors;
2. The multiplicity of physical and environmental conditions may contribute systematically to the functional delay of the child;
3. The performance of the student on a standardized assessment instrument may not be a valid indication of skills and abilities;
4. Modifications of formal testing procedures generally are considered to generate unreliable results.

These concerns are all valid. The use of norms developed for the sighted cannot be a valid estimate of the VII child's learning potential. Although test results often are used to predict the child's ability to function in a sighted classroom, this practice may be extremely hazardous. [Criterion-referenced tests are generally more reliable than norm-referenced tests in the educational setting]

As advocates of nondiscriminatory testing and fair assessment practices, the teacher needs to realize that the effects of test modifications for the VII population are for the most part unstudied, therefore, unsubstantiated. In addition, [the student's performance on a standardized instrument may not be a reflection of intellectual or developmental status, but rather an indication of sensory intactness or motor coordination, perceptual and cognitive organization, or familiarity with the demands of the task. Often test items are based upon visual learning and/or visual representation, therefore they may not be appropriate for the VII student.] Pictorial or graphical details may be lost for a low-vision student or totally inappropriate in tactile form for a braille reader. If a test requires cross-referencing skills (e.g. column matching, visual-motor tasks, etc.), it may not be possible for a student to visually search and focus quickly. Even tests published by API are cumbersome for braille readers to manage. Multiple choice items often may be difficult for the braille reader to control and then record the required responses.

Modifications of testing procedures require changing the stimulus items and/or the response modes. [Stimulus modifications include: substituting concrete objects for symbolic pictures or words; enlarging pictures; transcribing into braille or large print; using the CCTV; or orally reading the items to the student. Response modifications include: presenting items in a multiple choice or yes/no manner; allowing gesturing or pointing; responding orally; typing or braille answers; and lengthening the time permitted. The general rule for increasing time allocations is one-and-a-half times for large print readers and twice the time for braille readers. Obviously, any change invalidates the results of a formal assessment instrument. This really does not matter because most likely blind and partially seeing students were not part of the original norming population, so the instrument was not valid in the first place; but the results do indicate how the student functions under specific conditions which are defined by the test giver. Often the necessary testing modifications are how the child best operates in the classroom with the learning activities or materials.]

After a VH student has been evaluated by the appropriate school personnel a staffing conference occurs. It is necessary that the evaluation report be carefully constructed. There are three types of statements which will be made during the conference: factual, inferential and judgmental. Factual statements are informational and verifiable. These are usually the results of formal and informal assessment. The information must include all types of test modifications. For example, "Patrick's performance on the braille edition of 'such-and-such' a test was grade level 9.3. He was allowed twice the allotted time. The entire test was completed in two sessions. Under those circumstances his performance level appears to be ninth grade, third month." Wording must be clear, exact and precise. Behavior is reported in objective, observable terms - what the child did under these conditions at that moment in time. Because children's performances may or may not be consistent with classroom observations, the teacher can then infer as to the apparent validity of the results. For example, "This is consistent with his performance level in the classroom." The inference is an interpretation of the factual data. Or it may be a statement made about the unknown on the basis of what is known. "Mary's slow reading speed (72 wpm on the _____ test) may be caused by a decrease in visual span because of the need for 18-point type." Since there may be many other factors involved in slow reading, this is an inferential statement. Her assessed reading speed - 72 wpm - is an factual statement; while the reasons are inferential. "Therefore, I recommend in addition to continued reading instruction that she begin a listening skills program in order to better comprehend taped materials which will be increasingly utilized during high school," is a judgmental statement. A judgment is a statement about an action to be taken. The interaction of these three types of statements form a sound basis for developing an appropriate instructional plan.

The majority of the instruments presented within this handout have been standardized and are commercially available. Some have been standardized on blind individuals. [Several are available in large type (LT) or braille (BR). All assessment instruments which have been transcribed and also reported to APH, appeared in the Central Catalog (CC). These instruments are so indicated in the handout by citing the Tenth Edition's Central Catalog (APH, 1978) page number. Those instruments constructed for VH students may be available from other sources, e.g., AFB. This information is also included. Many excellent tests are available for use with blind and partially seeing individuals.] This particular selection was limited to fifty assessment tools which are useful or are representative and comprehensive of tests used in the field today.

When working with visually handicapped children, the teacher's interest is far less about predicting whether a student is achieving success in relation to his age-mates, but rather the reason centers around determining what curricular activities and strategies match the unique needs of the child. The VII teacher is probably in the best position to assess the educational needs and problems of the student, because the teacher is in the most desirable situation to observe the entire range of student skills and abilities. The VII teacher is also the one person who is familiar with the unique needs of the blind or partially seeing student. The student should be assessed only in those areas which are educationally relevant. If the data is not intended to be used within the learning environment, then valuable teaching time should not be wasted by generating non-significant information. [The teaching information generated from diagnostic inventories are often more valuable than performance results.] No matter on what level the student is operating, the teacher still needs to know which skills he/she has and specifically what needs to be learned. [Diagnostic test and informal checklists usually have proven more helpful for developing the instructional program.]

It is my personal belief that many of these instruments can be helpful when selected carefully with a specified purpose in mind -- particularly the diagnostic tests. The VII teacher today needs to compile an assessment file composed of both formal and informal instruments. Competent psychoeducational assessment utilized both formal and informal procedures. Although teachers are quite capable of using both formal and informal assessment procedures, there is an increase in use of educationally oriented informal tests. Also, the VII teacher should be aware of acceptable assessment procedures, methods and practices even though there is current disenchantment with standardized testing. Generally it falls upon the vision teacher to advise other school personnel as to the availability and sources of appropriate assessment instruments. It is the teacher who has the pertinent facts and information necessary to develop an appropriate education plan designed to meet the unique needs of the student.

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- Salvia, J., and Ysseldyke, J. Assessment in Special and Remedial Education. Boston, Mass.: Houghton Mifflin Company, 1978.
- Swallow, R., Mangold, S., and Mangold, P. AFB Practice Report: Informal Assessment of Developmental Skills for Visually Handicapped Students. New York, New York: American Foundation for the Blind, 1978.
- Swallow, R. AFB Practice Report: Assessment of Visually Handicapped Children and Youth. New York, New York: American Foundation for the Blind, 1977.

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|---|--------------|---|---|-------------------|
| <u>Blind Learning Aptitude Test (BLAT)</u> (Newland, 1969) developed for blind individuals. | 6 - 12 years | 0:40-1:00 | This test consists of a series of embossed items assessing the learning capabilities of blind students in generalization, discrimination, sequencing, analogies, and pattern or matrix completion. | UIP |
| <u>Boehm Test of Basic Concepts (1970) and the Tactile Test of Basic Concepts</u> TTBC - APH #1-0883 developed for blind children | grades K - 2 | 0:30-0:40 for each of two booklets (BTBC) 0:30-0:50 for TTBC | These criterion referenced tests consist of 50 pictorial or tactual items assessing the child's spatial, temporal, qualitative and miscellaneous concepts. The TTBC assesses the same concepts as the BTBC and was developed under careful study at APH. The TTBC is Form A of the Boehm. | PSY and APH |
| <u>Interim Hayes-Binet</u> (Hayes, 1942) developed for blind individuals | 3 - 21 years | 0:30-1:30 | This scale combines verbal items from Form L and M of the Stanford-Binet. Some of the items appear to be out dated, since it was developed for blind children many years ago. | PSB |
| <u>Perkins-Binet</u> (Davies, 1960) developed for blind and low vision children | 5 - 16 years | 0:45-1:15 | This test is a further modification of previous Binet type tests. Norms have been developed for VH students. Form U is for children with useable vision and Form N is for children without vision. | PSB |
| <u>Stanford-Bowditch-Kohs Block Design Intelligence Test for the</u> | 16 years + | 0:40-1:20 | This non-verbal performance test assesses the persons ability to reproduce tactile designs using blocks covered with various textures. The test can be quite fatiguing. Problem solving and task approach | WPS |
| <u>Wechsler Intelligence Scale for Children</u> (Revised) (1974) | 5 - 15 years | 0:40-1:00 | The WISC-R incorporates the original WISC plus a revision of approximately 30 percent. The individually administered test includes 12 subtests, of which the verbal subtests are administered to the blind. | PSY |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|--|---------------------|----------------------------------|--|-----------|
| <u>California Achievement Tests</u> (Fiegs and Clark, 1977) BR LT CC, p. 152 | grades 1 - adult | 1:05-1:15 | This test consists of one form which measures five different levels. It yields 11-12 scores. CAT measures reading, mathematics and language including auidng (level 1). | CTB/M-H |
| <u>Iowa Test of Basic Skills</u> (Linquist & Hieronymus, 1971-72) BR LT CC, p. 599-600 | grades 1 - 9 | varies | An achievement test which measures a student's academic skills. This test battery yields grade equivalents which are not readily analyzed as to error type. This test has been widely used with academic VII students. | HBJ |
| <u>Peabody Individual Achievement Test - PIAT</u> (Dunn and Markwardt, 1970) | grades K - adult | 0:30-0:45 | This test evaluates reading recognition, reading comprehension, spelling, mathematics, and general information. Test is not timed - test of power. | AGS |
| <u>Stanford Achievement Test</u> (1972) BR LT CC, p. 1122 | grades 1 - 9 | 0:35-1:35 per subject area | This test battery measures the student's ability in academic skills. These are various subject matter tests at the primary, Intermediate and advanced levels. Primary I battery is not available in braille because of the large amount of picture content, although it is available from another source (refer to Central Catalog, APH) | HBJ |
| <u>Sequential Tests of Educational Progress, Series 2</u> (1969) BR LT CC, p. 1056 | grades 4 - adult | varies | These tests measure various academic skill areas. The reading and listening subtests are often used with VII students to measure many of the components skills of visual, tactual and aural reading. | ETS |
| <u>Wide Range Achievement Test (Revised Edition)</u> (Jastak and Jastak, 1965) BR LT CC, p. 1265 | 5 - adult | 0:20-0:40 | This Instrument evaluates reading, spelling, and arithmetic skills. It is a good test to screen for further diagnostic assessment. | GA |

C. READING

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|--|--------------------|-----------|---|-----------|
| <u>Hotel Reading Inventory</u> (Hotel, 1962) | grades 1-adult | 0:35-0:55 | This inventory measures word recognition, word opposites, phonics, and spelling placement. It determines instructional, frustrational, and free reading levels & can be used for listening. | FOL |
| <u>Diagnostic Reading Scales</u> (Revised Edition) (Spache, 1972) | grades 1-adults | 0:20-0:30 | These individually administered test identify reading deficiencies. They can be used with normal readers at the elementary level, and with retarded readers at the junior and senior high levels. The scales consist of three word-recognition lists, two reading passages, and eight supplementary phonics scores. | CTB/M-H |
| BR LT CC, p. 279 | | | | |
| <u>Durrell Analysis of Reading Difficulty</u> (Durrell, 1955) | grades 1-6 | 0:30-1:30 | This test consists of 13 subjects: oral reading, silent reading, listening comprehension, word, recognition and word analysis, naming letters, identifying letters, visual memory of words, hearing sounds in words, learning to hear sounds in words, learning rate, phonic spelling of words, spelling and handwriting. It should be used with less severe cases. | HBJ |
| BR CC, p. 299 | | | | |
| <u>Gates-MacGinitie Reading Tests</u> (1964) | grades 1-9 | 0:40-1:00 | These tests consist of six different levels: Primary A (grade 1); primary B (grade 2); and primary C (grade 3). These levels measure both vocabulary and comprehension. Primary C5 (grades 2-3) measures speed and accuracy. Survey D (grades 4-6) measures speed and accuracy, vocabulary, and comprehension. Survey E covers the same categories for grades 7-9. | TC |
| BR LT CC, p. 444 | | | | |
| <u>Gates-McKillop Reading Diagnostic Tests</u> (1962) | grades 2-6 | untimed | This battery evaluates oral reading, word perception, phrase perception, blending word parts, giving letter sounds, naming letters, recognizing visual form of sounds, auditory blending, spelling, oral vocabulary, syllabication, and auditory discrimination. Form I is available in braille. | TC |
| BR LT CC, p. 444 | | | | |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|-------|-----------|------|-------------|-----------|
|-------|-----------|------|-------------|-----------|

| | | | | |
|---|-------------|-----------|--|-----|
| <u>Gillmore Oral Reading Test (1968)</u> BR LT CC, p. 457 | grades 1-8 | 0:15-0:20 | This individually administered test consists of 10 paragraphs measuring comprehension, speed, and accuracy. It records pupil errors in: substitutions, mispronunciation, insertions, and omissions. The reading booklet is in LT. | HBJ |
| <u>McGullough Word-Analysis Tests (1962)</u> LT CC, p. 732 | grades 4-8 | 1:10 | These tests yield 10 scores: Initial blends and digraphs, phonetic discrimination, matching letters to vowel sounds, sounding whole words, interpreting phonetic symbols, phonetic analysis, dividing words into syllables, root words in affixed forms, structural analysis, and a total score. It should be administered in seven sessions. LT is for sale from Connecticut Braille Association. | PRI |
| <u>Roswell-Chall Diagnostic Reading Test of Word Analysis Skills (1959)</u> | grades 2-6 | 0:05-0:10 | This instrument evaluates the knowledge of letter sounds and their combinations into words, and the ability to apply phonic rules. | ESP |
| <u>Stanford Diagnostic Reading Test</u> BR LT CC, p. 1124 | grades 2-8 | 1:50-2:00 | This test identifies specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, beginning and ending sounds, auditory skills, various aspects of phonetic analysis, and rate of reading. It should be administered in three sessions. | HBJ |
| <u>Woodcock Reading Mastery Tests (1974)</u> | grades K-12 | 0:30-0:40 | This test battery includes five individual tests, which yield separate scores as well as a total score. It is comprised of letter identification, word identification, word attack, word comprehension, and passage comprehension. The tests are criterion-referenced. The test materials are suitable for children with limited vision. | AGS |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|---|---------------------|---------------------------------|---|-----------|
| <u>Brueckner Diagnostic Tests for Self-Helps in Arithmetic</u> (1965) | grades 3-8 | varies | The tests consist of four screening tests and a series of 23 diagnostic tests and self-helps. Norms are not provided. The tests determine which arithmetic processes have to be mastered and which skills need strengthening. | CTB |
| <u>Key Math Diagnostic Arithmetic Test</u> (Connolly, et.al., 1971) | preschool - grade 6 | 0:30-0:40 | This individually administered test provides a diagnostic assessment of skill in mathematics. It contains 14 subtests organized into three major areas: content (numeration, fractions, geometry, and symbols); operations (addition, subtraction, multiplication, division, mental computation, and numerical reasoning); and applications (word problems, missing elements, money measurement, and time). | AGS |
| <u>Stanford Diagnostic Arithmetic Test</u> (Deatty, et. al, 1966) | grades 2-8 | untimed (use selected subtests) | Level 1 assesses concepts of numbers and numerals, computation and number facts for grades 2.5-4.5. Level 11, grades 4.5-8.5, consists of 12 subtests which are divided into five areas. SDAT is intended to aid in diagnosis, evaluation and planning. | HBJ |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|---|-------------|-----------|--|-----------|
| <u>Gates-Russell Spelling Diagnostic Tests (1937)</u> | grades 2-6 | untimed | These tests include nine separate scores: oral spelling, word pronunciation, letter for letter sounds, spelling one syllable, spelling two syllables, reversals, spelling attack skills, auditory discrimination, and combined visual, auditory, and kinesthetic study methods. Good for observing spelling difficulty but some subparts are questionable. | TC |
| <u>Peabody Individual Achievement Test (Dunn & Markwardt, 1970)</u> | grades K-12 | 0:15-0:20 | This subtest of the PIAT assesses proofreading ability of single words. The student indicates which word appears to be spelled correctly. (PIAT is also listed under Achievement.) | ACS |
| <u>Test of Written Spelling (Larsen & Hammill, 1976)</u> | grades 1-8 | untimed | This test assesses dictated spelling of words which were employed in 10 commonly used basic spelling series. It tests the ability to spell linguistically consistent or inconsistent words. | Emp |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|--|---------------------|-------------------------------------|---|-----------|
| <u>Houston Test for Language Development</u> (Crabtree, 1963) | 6 mos. - 6 years | untimed | Part I is a checklist to which the teacher or the parent responds. Part II measures syntactical complexity, intonation, vocabulary, comprehension and self-identity. | HIP |
| <u>Illinois Test of Psycholinguistic Abilities</u> (Revised Edition) (Kirk, et. al., 1968) | grades 2 - 6 | 0:45-1:00 | This test measures auditory decoding, visual decoding, auditory-vocal association, vocal encoding, automatic-sequential ability, auditory-vocal automatic ability, visual-motor association auditory-vocal sequencing ability, and visual-motor sequencing ability. It also evaluates visual, auditory, and grammatic closure. The auditory subtests are useful with VII students in order to develop portions of a listening skills program. | UIP |
| <u>The Northwestern Syntax Screening Test</u> (Lee, 1969) | 3 - 7 years | 0:10-0:15 | This instrument assesses syntactic development by presenting sentence pairs. It provides measures of receptive and expressive syntactic forms and identifies children who need further testing in this area. Syntactical development is important to listening comprehension and reading. | NWU |
| <u>Peabody Picture Vocabulary Test</u> (Bunn, 1959) | 2 years - adult | 0:15-0:25 | This individually administered wide-range picture vocabulary test utilizes a graduated series of 150 plates, each containing four pictures. It requires no reading. Pictures have been successfully enlarged for low vision students. It tests verbal intelligence. | AGS |
| <u>Utah Test of Language Development</u> (Mecham, et. al., 1967) | 1.6 - 14.5 years | 0:30-0:45 minutes per section | This developmental approach assesses language ability in both normal and handicapped school-age children. It also assesses concepts of colors, money, numbers and decoding written words. It is an extension of the <u>Vineland Social Maturity Scale</u> and is most useful with preschoolers. | CRA |

TESTS

AGE/GRADE

TIME

DESCRIPTION

Auditory Discrimination Test (Wepman, 1958)preschool -
adult

0:05-0:10

This test evaluates the ability to hear fine differences between phonemes. It consists of two forms. No adaptations are required for VII students.

WPS

Brown-Carlson Listening Comprehension Testgrades 9 -
adult

untimed

This test measures the ability to comprehend spoken language in a speaker-audience situation. The 76 items cover immediate recall, following directions, recognizing transitions and word meanings. The teacher reads the entire examination aloud while students respond to oral questions and directions. No adaptations are required for VII learners.

LC

Carrow Elcited Language Inventory (CELI) (1974)

3 - 8 years

0:35-0:50

This linguistic test measures a child's morphological and syntactical control of language. The teacher reads a series of sentences and asks the child to imitate exactly what was heard. Tapes recorded responses are transcribed and analyzed. This type of test can be used with the young VII child to measure language development. Control of language precedes auditory comprehension. For children with vision a better test may be Test of Auditory Comprehension of Language (Carrow, 1973).

LC

Burrell Listening-Reading Series
adopted by APH

grades 1 - 9

1:10-1:20
(2 sessions)

This instrument consists of a reading test and a parallel listening test that measures understanding of the spoken word. It identifies reading disabilities and measures the degree of reading retardation compared to aural reading. Good for determining listening.

HBJ

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|---|--------------|-----------|---|-----------|
| <u>The Body Image of Blind Children (Cratty and Sams) developed for blind individuals</u> | 5 - 15 years | 0:30-1:15 | This screening test, with percentage norms for the blind, assesses body planes, body parts, body movements, laterality, and directionality. Body parts and laterality were found to be highly predictive. | AFB |
| <u>Developmental Test of Visual-Motor Integration (Berry-Buktenica, 1967)</u> | 2 - 15 years | 0:10-0:15 | This test requires subjects to reproduce 24 various lines, shapes, and geometric forms. It includes a form-copying manual that discusses the development of visual-motor integration. The test also provides for males and females differences. It is not appropriate for totally blind children, but can be used without adaptations with low-vision students. Good reliability. | FOL |
| <u>Developmental Test of Visual-Perception (Frostig, et.al., 1964)</u> | 4 - 8 years | 0:30-0:40 | This test detects problems in spatial relations and visual-motor integration. It can give additional information concerning use of vision. The subtests include eye-motor coordination, figure ground, shape constancy, position in space and spatial relationships. | FOL |
| <u>Lincoln-Oseretsky Motor Development Scale (Sloan, 1954)</u> | 6 - 14 years | 0:30-1:00 | This revision of the Oseretsky Tests of Motor Proficiency includes many items that deal with eye-hand coordination. Other items measure gross, unilateral and bilateral motor tasks, and finger dexterity. This test is useful for developing an adaptive P.E. program for primary VII students. Great overlapping of skills. | CHS |
| <u>Motor-Free Visual Perception Test (Colarusso & Hammill, 1972)</u> | 4 - 8 years | 0:08-0:10 | This test, standardized on motorically impaired and physically handicapped children, measures visual-perceptual abilities without involving motor components. Acceptable test-retest reliability. Child identifies geometric and letter-like forms. | ATP |

DESCRIPTION

TIME

AGE/GRADE

TESTS

| | | | | |
|--|----------------|-----------|---|-----|
| <u>Purdue Perceptual-Motor Survey (PPMS)</u> (Roach and Kephart, 1966) | 6 - 10 years | 0:20-0:45 | This test evaluates balance and posture, body image and differentiation, perceptual-motor match, ocular control, and form perception. It yields 22 scores which may be useful when developing a perceptual-motor program for young VII students. Refer to Cheney and Kephart, 1968. | CEH |
| <u>The Roughness Discrimination Test (APH, 1965)</u> APH Catalog #1-0352 Developed for blind beginning readers | Primary grades | 0:20-0:45 | This test assesses the primary child's ability to tactually discriminate 2-inch squares of sandpaper. On each card, three squares of equal grit are mounted while the fourth square varies in grit. The child indicates which is different. The RDF is a good predictor of reading readiness as reported by APH. Also found useful are the tactile discrimination worksheets (APH). | APH |
| <u>Visual Efficiency Scale</u> (Barraga, 1970) APH Catalog #2-5059 Developed for low-vision students | 6 - 14 years | 0:30-0:50 | This scale assesses levels of visual functioning using geometric form and shapes, letters and words. The items are sequenced in size by becoming smaller and in clarity by becoming less visible. The purpose is to determine the child's degree of visual efficiency. | APH |

| TESTS | AGE/GRADE | TIME | DESCRIPTION | PUBLISHER |
|--|---------------|-----------|---|-----------|
| <u>Denver Developmental Screening Test</u> (Frankenburg and Dadds, 1970) | birth-6 years | 0:15-0:20 | This standardized test detects children with serious developmental delays. It covers four functions: gross-motor, language, fine-motor-adaptive, and personal-social. The Denver has been successfully used with visually handicapped children to indicate developmental progress. (Not recommended for the totally blind) | IPP |
| <u>The Oregon Project for Visually Impaired and Blind Preschool Children</u> (Brown, et. al., 1979) | birth-6 years | varies | This skills inventory is a compilation of 6 developmental checklists covering cognitive, language, gross motor, fine motor, self help and socialization behaviors. The inventory is completed by the teacher based upon observation of the child. Items which are not appropriate for totally blind are so indicated. The checklists are based upon normal development. | OP |
| <u>developed for VII children</u> | | | | |
| <u>Alexfield-Buchholz Social Maturity Scale for Blind Pre-School Children</u> (APB, 1957) | birth-8 years | 0:20-0:30 | This scale was developed for use with blind infants and preschools. It was adapted from Vineland and standardized on preschool blind children. It yields a valid assessment of developmental skills obtained through personal observation in the home setting and supplemented by parent interview. | APB |
| <u>developed for the blind child.</u> | | | | |
| <u>Project Vision-Up</u> developed for VII children | birth-8 years | varies | The teacher assesses developmental behaviors through card sorting. This assesses a child's current functioning. A curriculum kit is also available. The assessment cards and curriculum activity cards are currently being used with many preschool visually impaired, severely retarded and multi-handicapped children. | LYU |

General Aptitude Test
Battery (U.S. Dept.
of Labor, 1970)
LT CC, p. 445

grades 9-10

1:00-1:30

This test battery measures nine aptitudes which include intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. School rehabilitation counselors have successfully used this battery with VII secondary students. Needs updating.

CPO

Kuder General Interest
Survey (1963)
LT CC, p. 624

grades
6-adult

0:45-1:00

This revision and downward extension of the Kuder Preference Record--Vocational yields 11 scores: outdoor, mechanical, computation I, scientific, persuasive, artistic, literary, musical, social service, clerical, and verification. The Kuder has been widely accepted by counselors working with blind individuals. Howe Press makes a raised dot answer sheet for this test.

SRA

Strong Vocational Interest
Blank (Strong, 1961, 1966)
BR CC, p. 1137

grades
16-adult

0:30-0:50

This measure of interest has been widely accepted by psychologists working with visually handicapped adolescents and adults. The manual for directions is available on tape from RFB. Caution needs to be exercised in the interpretation of results (also true for the two previously listed instruments).

SUP

PUBLISHERS

| | | | |
|-----|---|-----|--|
| AFB | American Foundation for the Blind, Inc. 15 West Sixteenth Street New York, New York 10011 | Emp | Empiric Press Austin, Texas |
| AGS | American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014 | Esp | Essay Press P. O. Box 5 Planetarium Station New York, New York 10024 |
| APH | American Printing House for the Blind, Inc. 1839 Frankfort Avenue Louisville, Kentucky 40206 | FOL | Follett Educational Corporation P. O. Box 5705 Chicago, Illinois 60680 |
| ATP | Academic Therapy Publications 1539 Fourth Street San Rafael, California 94901 | GA | Guidance Associates 1526 Gilpin Avenue Wilmington, Delaware 19806 |
| CEM | Charles E. Merrill Publishing Company 1300 Alum Creek Drive Columbus, Ohio 43216 | GPO | Government Printing Office Washington, D. C. 20202 |
| CHS | C. H. Stoeckling Company 424 North Homan Avenue Chicago, Illinois 60624 | HBJ | Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017 |
| CRA | Communication Research Associates | HIP | Houston Press |
| CTD | CTB/McGraw-Hill Western United States (Main Office) Del Monte Research Park Monterey, California 93940 | LC | Learning Concepts 2501 North Lamar Austin, Texas 78705 |
| ETS | Educational Testing Service Princeton, New Jersey 08540 | LPP | Lodoca Project and Publishing Foundation, Inc. East 51st Avenue and Lincoln Denver, Colorado 80215 |

PUBLISHERS (Continued)

| | | | |
|-----|---|-----|--|
| NWU | Northwestern University Department of Communicative Disorders Evanston, Illinois 60201 | UIP | University of Illinois Press Urbana, Illinois 61801 |
| OP | Oregon Project - VII Jackson County Education Services Medford, Oregon | WPS | Western Psychological Services P. O. Box 775 Beverly Hills, California 90213 |
| PSB | Perkins School for the Blind 175 N. Beacon Watertown, Massachusetts 02172 | | |
| PRI | Personnel Research Institute Case Western Reserve University Cleveland, Ohio 44106 | | |
| PSY | The Psychological Corporation 304 East 45th Street New York, New York 10017 | | |
| PVU | Project Vision-Up Boise, Idaho | | |
| SRA | Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 | | |
| SUP | Stanford University Press Stanford University Palo Alto, California | | |
| TC | Teachers College Press Teachers College Columbia University New York, New York 10027 | | |

To determine basic level and best field of visual functioning.
This may be helpful to child's M.D./O.D.

Date
(mo./yr.)

Evaluator

Description (Note: Reaction OD, OS, OU
Size of light/obj. Illumination)

Purpose/Implications

Procedure

Test

Pupillary
Response

*If there is a pupillary response,
there is some visual functioning.
*NOTE: Not necessary to test child
who functions visually. If child who
is not showing any other response to
vision has a pupillary response,
there is a basis for beginning vision
stimulation.

*Room should be moderate
to dim light.
*Direct penlight at
about 12" (30cm) into
child's eye.
*Observe pupils.
*Dilate/constrict/fixed
hippus??
*If no response, move
child to dark room.
*Repeat test.

Muscle
Balance

*Test to screen for a "tropia"
(actual deviation as opposed to a
tendency to deviate.) Esotropia/
Exotropia/Hypertropia/Hypotropia.
*Only purpose for testing is to
determine-if there is a tropia-which
eye is being used. (Muscle
Balance II)

*Direct penlight at 1-2
feet from child's eyes.
*Note where light re-
flected. Equal? Off
balance?
*If off balanced, con-
tinue with "Muscle
Balance II".
*If equal, not necessary
to give "Muscle
Balance II".

Muscle
Balance II

*To determine which eye is being used.
*If off balance, one eye is being
suppressed and one eye is being used.
*Child often can use each eye separ-
ately with 20/20 acuity but does not
have binocular vision.

*Direct penlight at 1-2'
from eyes while occlud-
ing one eye.
*Quickly uncover eye. If
eye that was focusing
(not occluded) moves,
then occluded eye is
preferred eye.

Virginia Commission for the Visually Handicapped
RICHMOND, VIRGINIA
 MS ELLEN J. BERNSTEIN
 INFANT-PRE-SCHOOL SPECIALIST

| Date (mo./yr.) | Test | Purpose/Implications | Procedure | Description (Note: Reaction OD, OS, OU. Size of light/obj. Illumination) |
|-------------------|-------------------------------------|--|--|---|
| | Muscle Balance II (Continued) | *If young child resists having one eye covered and does not object to other eye being covered, s/he probably has amblyopic eye. | *Check by occluding opposite eye (this time focusing eye should not move-if it <u>is</u> preferred eye.) | |
| | Blink Reflex | *Note: Not present in blind or severely visually impaired... child must have enough vision present to realize object is coming toward him/her. *May indicate vision in child who does not easily demonstrate useful vision. | *With fingers open, bring hand toward child's face. (Keeping fingers open helps avoid response to wind). *Child will blink if s/he "sees" something coming at his/her face. | |
| | Aberrant Visual Behaviors | *May be only indication of visual behavior. | *Observe child for light gazing, finger flicking, etc. | |
| | Central Field Loss | *To determine if present. *If present, there <u>is</u> decreased acuity! *Nystagmus in a child correlates highly with central scotoma. | *Observe child...eccentric viewing? (If reading or focusing, does child turn head slightly to side?) *If so, s/he may be turning to avoid central loss. *Direct penlight in one eye at a time. *Have child look at light. *Observe corneal reflex... if off center, there may be central loss. | |

RICHMOND, VIRGINIA
MS ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION
for
INFANTS AND MULTIHANDICAPPED

PART II

Name _____ D.O.B. _____

To determine to what extent child is using his/her vision

Evaluator _____

Date
(mo./yr.)

Test

Procedure

Description

(Note: size of light/object, distance, illumination)

| | | | |
|--|---|--|--|
| | Tracking <i>(Smooth or Jerky.)</i> <i>Begin at Side</i> | <p>*Hold object (i.e., penlight, finger puppets, small brightly colored toys) at a distance within child's range of vision. When child focuses, move object in horizontal, vertical, circular, and oblique directions. <i>(devel. sequ.)</i></p> <p>*NOTE: Child with motor impairment may need more time to respond.</p> <p>Child with motor impairment may track in jerky manner. <i>(N.B. Blinks at midline.)</i></p> | |
| | Reaching | <p>*Place objects around child at different distances and at different levels.</p> <p>*Note where and how child reaches for objects: direct, overreaching, underreaching.</p> <p>*NOTE: If child does not have accurate reaching is this due to vision or motor impairment.</p> | |
| | Shifts Attention | <p>*Hold 2 objects (finger puppets ideal) 1 to 1½' apart. Keep one object stationary and move or shake the other. When child focuses, stop and shake other toy. Switch and Repeat.</p> <p>*Observe child's ability to shift gaze from one object to another.</p> | |
| | Scanning Ability | <p>*Place three objects in a row in child's best field of vision.</p> <p>*Observe child's ability to visually shift attention from one object to another in a row.</p> <p>*NOTE: Is child not attending because s/he is not interested in toy.</p> | |

Virginia Committee for the Visually Handicapped
RICHMOND, VIRGINIA
 MS ELLEN J BERNSTEIN
 INFANT-PRESCHOOL SPECIALIST

| Date (mo./yr.) | Test | Purpose/Implications | Procedure | Description (Note: Reaction OD, OS, OU Size of light/obj. Illumination) |
|-------------------|-----------------------------|---|---|--|
| | Peripheral Field Loss | <p>*To determine if present. *If present, to determine best field of vision.</p> | <p>*Have one person in front of child keeping child's attention focused straight ahead. *Another person sits behind child and brings penlight into right, then left field. *Person in front of child notes at what point child sees light in each field. *Repeat bringing light in from above and below. *Note: If child has motor involvement, move light slowly as hie/her re-action time will be slower! *Note: Patching eye and checking one side at a time will give more accurate field.</p> | <p>*Using two penlights, sit in front of child. *Hold one in central area and other in another field (i.e. upper left). *Turn on central light. When child focuses, turn off and turn on other light. *Note whether child sees light in periphery. *Bring focus back to center and repeat in different field. *Note: Patch one eye, then the other for accurate</p> |
| | | <p>*Another method of determining field loss. *May pick up scotomas (blind spots).</p> | | |

RICHMOND, VIRGINIA

MS ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART II - continued

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|----------|---|---|
| | Approach | <p>*Using stacking cones, cylinders, puzzles, pegboards, pounding benches, beads to string, etc., observe how child approaches and accomplishes task.</p> <p>*Does child <u>visually</u> explore item and directly insert string in bead and peg in pegboard? Or does child locate hole <u>tactually</u>? Is there overreaching or underreaching?</p> | |

Virginia Commission for the Visually Handicapped

RICHMOND, VIRGINIA

MS. ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION for INFANTS AND MULTIHANDICAPPED PART III

Name

D.O.B.

Evaluator

These items require higher cognitive functioning.
Be aware you may be testing level of cognition
rather than level of visual functioning.

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|---|---|---|
| - | Matching <i>illum. pos. food level</i> | <ul style="list-style-type: none"> *Set up tasks involving matching of large objects, small objects, shapes, pictures. *Observe which colors or shapes child matches best. <p>*NOTE: Try to determine whether child's attention is directed to color or configuration.</p> | |
| | Causality/ Imitation | <ul style="list-style-type: none"> *Scribble large circles on paper with wide felt tip pen. *Observe child's reaction. Note any attempts to imitate. <p>*NOTE: Black on white may not be best contrast for child. Try yellow on black.</p> | |
| | Object Permanence <i>look for visual/ tactical search</i> | <ul style="list-style-type: none"> *Cover a favorite toy and observe child to see if s/he looks for it. *Or give child small toy to explore then help child place in can and shake. Take can from child and quickly remove toy. When you give can back, observe to see if child looks for toy | |
| - | Object Concept <i>sc</i> | <ul style="list-style-type: none"> *Use any pictures with good clear contrast. (Simple picture book or peabody language cards) *Observe child to see if s/he shows any recognition (i.e., <u>identifying</u> picture, matching picture with object). <p>*NOTE: Be certain to note size of picture and distance from which child observes.</p> | |

RICHMOND, VIRGINIA

MS ELLEN J. BERNSTEIN
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART III - continued

| Date (mo./yr.) | Test | Procedure | Description (Note: size of light/object, distance, illumination) |
|-------------------|------------|---|---|
| | Means-Ends | <p>*Give child continuous action toy. Push toy out of sight. Replace toy in front of child and observe to see if child attempts to reactivate.</p> <p>*NOTE: Nerf toys do not make noise.</p> <p>*NOTE: If child looks for toy after it has gone out of sight, give credit for object permanence.</p> | |
| | | <p>Adaption of "Functional Vision Screening for Severely Handicapped Children"</p> <p>By Beth Langley and Rebecca DuBose</p> | |

INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.

[illegible]

INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

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[illegible]

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In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.

[illegible]

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| ITEM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependant, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pupillary ★ Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex ✱ | | | | | | | |
| 4. Different Visual + Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| ITEM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pubillary Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex | | | | | | | |
| 4. Different Visual Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| ITEM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pubillary Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex | | | | | | | |
| 4. Different Visual Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| ITEM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pupillary Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex | | | | | | | |
| 4. Different Visual Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| TTM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pupillary Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex | | | | | | | |
| 4. Different Visual Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |

THE FUNCTIONAL VISION EVALUATION RECORDING FORM

| ITEM | DATE | PRESENT (P) ABSENT (A) | O.D., O.S., O.U. | DISTANCE OF LIGHT/ OBJECT | TYPE & SIZE OF LIGHT OBJECT | ILLUMINATION | DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.) |
|---|------|---------------------------|---------------------|---------------------------------|--------------------------------------|--------------|--|
| 1. Pubillary Response | | | | | | | |
| 2. Muscle Imbalance | | | | | | | |
| 3. Blink Reflex | | | | | | | |
| 4. Different Visual Behaviors | | | | | | | |
| 5. Eye Preference | | | | | | | |
| 6. Central Fields | | | | | | | |
| 7. Peripheral Fields | | | | | | | |
| 8. Visual Field Preference | | | | | | | |
| 9. Tracking | | | | | | | |
| 10. Shifting Attention | | | | | | | |
| 11. Scanning | | | | | | | |
| 12. Reaching or Movement Towards Lights & Objects | | | | | | | |





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